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ABSTRACT

The Experimental Teacher Education Program (ETEP) was a cooperative effort between the University of Northern Colorado and the Denver Public Schools. The program modified three major areas of teacher education: a) general education, b) student teaching experiences, and c) methods courses. The general education course requirements emphasized an interdisciplinary approach; faculty members in six distinct disciplines collaborated in planning and team teaching a variety of courses. Field experiences were begun in the first quarter of freshman year and continued through the sophomore year. Teaching experience took place in rural, suburban, and inner-city schools from kindergarten to grade 12. The standard methods courses were replaced by a professional year in which students prepared instructional portfolios in their major field of interest. (Budget considerations and personnel involved in ETEP are discussed. A manual on ETEP is included in Appendix A, publicity articles in Appendix B, and teacher competency forms in Appendix C.) (ERB)

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71

THE EXPERIMENTAL TEACHER EDUCATION PROGRAM

CASE STUDY

Background

The Experimental Teacher Education Program (ETEP) grew out of the UNC-Manual High School Project. The latter was a cooperative effort between the University of Northern Colorado and the Denver Public Schools.

Manual High School is located in a ghetto area of northeast Denver. The student population, approximately 1,500, is composed of 75% Black, 15% Hispano, 1% Oriental, and 9% Anglo students. The dropout rate at Manual High has been 30-40%, compared to the overall Colorado rate of 15.8%, the Rocky Mountain rate of 18.2% and the National rate of 22.7%. (These figures are taken from the N.E.A. Research Summary, 1967-71, School Dropouts.)

The UNC-Manual Project had two basic objectives: (1) to upgrade and modify the overall curriculum at Manual High School, and (2) to upgrade and modify the teacher-preparation program at the University of Northern Colorado, particularly as it relates to teaching in inner-city schools.

The UNC-Manual Project officially began April 1, 1969 and was terminated June 1, 1972. The experiences acquired during this project substantiated earlier suspicions that the traditional teacher education needed reform. More succinctly, the traditional program qualified a person to teach; it did not prepare him to teach.

Planning

To accomplish the second objective, plans were set in action on campus. Several meetings were held with selected faculty to discuss the feasibility of formulating a comprehensive plan to modify the teacher

education program. Approximately forty-five faculty members from various colleges, schools, and departments within the University were involved in the initial planning. In addition, approximately twenty-five educators from the public schools shared their ideas with the University concerning the need for modification of teacher preparation programs. During the discussions and planning sessions several questions continued to be revised again and again. These questions were: (1) What kind of a person will we need in our classrooms in the next decade, generation, century? (2) Since students tend to teach the way they are taught, can college faculty serve as models for students to emulate? (3) What competencies can be identified that are essential to teaching? The questions became the foundation from which ETEP began.

Student Enrollment

During the summer of 1970, freshmen orientation week, (you know freshmen orientation!! - - ten minute time limit for all presentations!!) an explanation of the Experimental Teacher Education Program was given. Students who were interested in additional information were asked to put their name and address on a prepared card, drop them in a box upon leaving the auditorium, and were informed that they would be contacted by mail. Over 200 students expressed a desire to receive additional information. Each student was sent a letter explaining the nature of ETEP in detail. They were asked to arrive on campus two days earlier than the date listed in the University catalogue for an interview. Approximately eighty students arrived early. It is suspected that the early arrival date may have discouraged several students.

The purpose of the interview was to explain in a conversational setting the strengths, weaknesses, and risks students would experience

in the program. Academic promise was not a factor for acceptance into ETEP. It was assumed that acceptance into the University was sufficient qualification to enter any program on campus. The interview might best be described as a self-screening device. Some of the students said that if the program was not listed in the University catalogue, they were afraid the risk would be too great. Others were concerned about meeting state certification requirements and/or policies of the University as prescribed by standard programs. Sixty of the original group of students elected to enter the experimental program.

Faculty

A similar procedure was established to determine the faculty who would teach in the program. A great amount of time was spent orienting deans, department chairmen, and faculty to the concept of the program. Each of the aforementioned were apprised of the performance-based program and that each faculty member who elected to teach in ETEP must attempt to model the kind of teaching that students should emulate. (i.e. don't talk about the inquiry method, model it) Similar to student participation, this served as a self-screening divice.

Program Goal

The original intent of ETEP was to better prepare prospective teachers to teach in inner-city schools. As time and experience elapsed, the kind of teacher ETEP is hoping to produce is the kind of teacher who would benefit any school. The original intent, therefore, was expanded to include improvement of preparation programs which would benefit teach-in all of education.

General Objectives

To identify some of the reforms necessary in preparing teachers to

meet modern instructional needs.

Faculty Objectives

1. To provide faculty with a vehicle whereby they may "test their hunches" regarding procedure and content in a non-threatening environment.

2. A corollary to #1 is to revise teaching attitudes and procedures on the university campus.

3. To involve faculty expertise, where ever it may be found, in the preparation of teachers (Interdisciplinary).

Student Objectives

1. To allow students to evaluate their career goals at an earlier time in their program.

2. To enhance the self-concept and self-awareness of each student through performance experiences.

3. To increase overall human awareness through participation in varied experiences.

4. To participate in school and community activities during their freshmen-sophomore years.

5. To enroll students in their major subject area courses at the beginning of their university experience.

6. To enroll students in elective courses at the beginning of their university experience.

7. To participate in teaching experiences (mock and real) at an earlier time in their program.

8. To revise student/faculty advisement procedures.

9. To become involved with social, economic, and cultural experiences in a variety of communities.

10. To acquire and practice the teaching competencies prescribed in the program.

The Program -- How is it Different

The ensuing comments about ETEP are an attempt to highlight some of the differences readily observable from standard programs. The difference begins with the concept that:

1. There is a difference between Qualification and Preparation.

   ETEP emphasizes PREPARATION - Preparation assumes that clearly defined outcomes are established (teacher competencies). The content, procedures, and experiences are selected based upon the pre-determined outcomes. As a matter of fact, ETEP assumes that there is no basis for selections of content, materials, etc. until the outcome is determined. (See Appendix C)

2. Dramatic Program Change is essential to the modification of Behavior.

   Typically changes in teacher preparation have been piecemeal. That few, if any, universities can show significant change in structure and program is testimony to that fact. ETEP initiated a comprehensive approach to teacher education reform. Three broad areas of curriculum were dramatically changed: (1) general education, (2) student teaching, and (3) methods. (See Appendices A, B, C)

3. The study of the Humanities is multi-discipline.

   A review of college catalogue requirements in the humanities indicates a heavy emphasis on literature. ETEP expanded the humanities to include art and music. Furthermore, ETEP used an interdisciplinary approach. (See Appendix A, pages 2, 3, 4)

4. Students should have an opportunity to evaluate their career goals at an earlier date.

   Early field experience for students is not a new concept. The definition of early field experiences, however, often means to move student teaching experiences from the senior to the junior year.

   ETEP placed first quarter freshmen in the field. Students were given experience in rural, suburban, and inner-city schools. Each student also taught in elementary, junior (middle) and senior high schools. (See Appendix A under Field Experiences)

5. Early field experience requires a re-ordering of sequence.

   Freshmen and Sophomore students working field classrooms cannot wait until their junior year to take professional courses. Live experiences create an immediate need, consequently, the need must be met at that crucial time. ETEP correlated content and methods courses with student field experiences. (See Appendices A, C)

6. Professionals should be able to show their accomplishments.

   Typically, a graduate of a teacher education program leaves an institution with only a transcript and a letter of recommendation to show for four years of work. ETEP

introduced an instructional portfolio development program. Thus the student emphasizes the development of his own creation of what should be taught, why it should be taught, and how it will be taught. (See Appendix A, page 7)

7. Modern preparation requires knowledge in diverse areas.

Item #7 is an omnibus one. It describes new courses that have already been taught and other courses that are anticipated during the remaining five quarters.

The Law and the Teacher, Philosophy of Human Rights, Laboratory in Interpersonal Relationships, Learning Theory, Human Issues of the Twentieth Century, Minority Cultural Awareness (which was taught by citizens from the inner-city) are some of the courses already completed.

School Finance, Teacher-Administrator Relationships, Conflict Management, Classroom Control are courses planned for the future. ETEP has utilized many courses that have typically been reserved for graduate programs to be included in its program.

Personnel Involved

The following is presented in three phases: (1) planning, (2) implementation, and (3) administrative.

PLANNING: Approximately forty-five faculty members representing various colleges, schools, and departments within the University were utilized in planning ETEP. The number of faculty listed by broad categories are: College of Education, 20; College of Arts and Sciences, 15; School of the Arts, 3; School of Business, 3; School of HPER, 2; School of Music, 2. In addition 25 public school teachers and administrators were involved in defining and recommending various aspects of the undergraduate program.

IMPLEMENTATION: This phase refers to those faculty members who have actually taught the specially designed courses. Twenty-four faculty have participated to date.

ADMINISTRATION: One faculty member was given the responsibility to direct the program.

Budget

For the first two years, the program was funded through an outside agency. The cost of the program was $10,800 per year.

This year, the third year of ETEP, the College of Education is supporting the entire program at a cost of $3,000.

The above figures do not include the salary of the Program Director.

Evaluation

Two forms of evaluation have been utilized. Since the experimental program is performance oriented, each student is evaluated on his ability to demonstrate the achievement of prescribed competencies. The student must demonstrate each competency in his campus class and also in the field classroom. Written examinations are also cased.

The second evaluation is a statistical study (doctoral dissertation) in progress of the first two years of the program. All data has been collected and treated. Analysis is presently underway. Specific findings, conclusions, and recommendations should be available around January 1, 1973.

Preliminary and cursory analysis of the data seems to show that students completing their sophomore year in the experimental program have achieved more teacher competencies than junior and senior students in the standard program.

Contribution to Teacher Education

General Contributions

A. Acquisition of needed data on non-traditional programs.

B. Identification of prescribed Teacher Compentencies as the common goal to which all faculty contribute.

C. Demonstrates the utilization of faculty members in and outside of education and contributions they can make in the Preparation of Teachers (Interdisciplinary).

D. Illustrates that the gap between public schools and universities can be closed.

Specific Contributions (on campus)

A. Served as an impetus for additional innovative programs.

B. Provided a place for faculty to "test their hunches" in a non-threatening environment.

C. Faculty who have taught in the program have said that it was one of the most rewarding and stimulating experiences they have had on campus.

D. Faculty who have taught in the program have modified their regular courses based upon this experience.

E. At least one department has patterned early field experience after ETEP.

THE EXPERIMENTAL TEACHER EDUCATION PROGRAM

APPENDIX

A

MANUAL-UNIVERSITY OF NORTHERN COLORADO PROJECT
EXPERIMENTAL TEACHER PREPARATION PROGRAM

I. One of the pre-determined outcomes of the cooperative efforts between Manual High School and UNC was to modify the teacher preparation program with particular emphasis upon teaching in the inner city. The twenty months of UNC's experience with Manual High School and cooperative efforts of UNC faculty has resulted in a new teacher education which began Fall, 1970.

Through a process of self selection and interview, 53 students enrolled at the University were selected to participate in this 4 year pilot program. Four more were allowed to enter for Winter Quarter.

II. This program is designed to be the most comprehensive approach of any in the nation. Major thrusts of the program will focus upon: self-concept, perception of self and others, new content in the general education core, begin course work in the students' major fields earlier, early exposure to field experiences, and the development of a portfolio resulting from specialized studies. The four phases of the program are described below:

Phase I Emphasis will be on developing each student's self-concept and sensitivity to others; specific subject matter relative to changing cultural and societal needs; enlarged exposure to community and environment of inner city which includes indepth observation; and individual and group growth experiences.

Phase II Moving students closer to the needs of the classroom is the goal of phase two. Two requirements are contained: participation as a teacher aide in an inner city school, and participation in the micro-teaching program (video-taping of actual teaching/learning situations).

Phase III On campus activities will occupy most of phase three. Seminar group discussions and attention to psychological, sociological, and educational needs of the disadvantaged will be included. Communications skills will also be emphasized during this phase.

Phase IV Application of acquired knowledge and skills comprises phase four. Additional observation and focused teaching assignments will bring to fruition the preceding three phases of study.

III. The following are descriptions of the classes taught specifically for the project. In addition to these classes, the students are asked to take electives in their major academic area of interest, specifically to build learning in their major. These students are not required to take the specific general education courses offered by the University as the project courses will supplement them.

FRESHMAN YEAR

A. FALL QUARTER, 1970

1. PSY 101 - 3 hours credit - Principles and Philosophy of Guidance

This course is an attempt to assist each student to more nearly become an artist in human relations. All concepts are based upon the latest available research. Each student is given five objectives of checking the level of communication and the level of instruction.

It also includes much about understanding people of all races, religions and nationalities. Itemized fourteen basic needs of everyone. Also discuss that uniqueness is not from race to race or religion to religion as much as it is within each. Stress more commonality among races, religions and nationalities than uniqueness. This class is taught by Dr. Howard Blanchard.

2. SECD 130 - 3 hours credit - Field Experience

The students in the Field Experience Course #130 of the Manual Project are involved in a number of diverse activities in preparation for teaching in the inner city schools. A considerable amount of time is devoted to making the students more aware of humanistic and child developmental psychology. Relative to these fields, the students are involved in numerous activities with other students including representatives of minorities. The class is broken down into sub-groups of five students and these have been assigned various projects of an encounter nature. All of the students visit schools and many are involved in teaching. The class time is devoted mainly to the works of Combs, Kelly, Carl Rogers, Piaget, and class discussion about teaching and minority problems. Blacks and Chicanos are invited to class for discussions of minority problems, and students, furthermore, on individual basis talk to minority group students to better perceive how they view their place in our society and their educational needs. This class is taught by Dr. Robert Sund and Mr. James McClurg.

3. SECD 122 - 3 hours credit - Human Issues of the 20th Century

This course achieves the following objectives:

1. Group and individual study of thirteen issues selected from a group of fifty.

1.1 Talks and interviews with ten individuals about nine of the issues: Warden Patterson and his Associate Warden Griffin of the Colorado State Penitentiary, Dr. Darrell Holmes, Dr. Frank Lakin, Dr. Alvin Barnhart, Dr. Warren Buss, Dr. Bert Thomas, Dr. Ted Nelson, Dr. O. J. Harvey of the University of Colorado, and Mr. Parkinson, the Chief of Police of Greeley.

1.2 Study session with the Reference and Periodicals Librarians on the use of the library.

1.3 Reports, group or individual, on each issue.

2. Introduction to human resources of the University, community, and state. (See list above.)

3. Individual, group and class study of how various authorities have classified and analyzed individuals--awareness of self and others.

3.1 TIB Test--O. J. Harvey
3.2 Cortes Test
3.3 Awareness of Self and Others Test (Sheldon)

4. Individual projects of a creative nature involving creative writing, study of individual use of time (graph making and record keeping), awareness of the environment project (Quarter Book of photographs they have taken of conditions in the University and the community that turn them off and turn them on).

5. Experience in being evaluated and evaluating themselves by the construction on evaluative criteria for each assignment.

6. Experiences in directing themselves and in being directed. Evaluation of how effectively they managed these experiences.

7. Experiences of a social nature, playing word games consisting of new vocabulary learned in the course, eating together, listening to records.

8. Individual study of criteria of a good teacher.

9. Written dialogue between the instructor and each student through a statement at the end of each session, "These Are My Feelings About This Session," and the instructor writing his feelings and distributing them to the students.

10. Experience in the use of a syllabus and original materials instead of textbooks.

This course was taught by Dr. Donald G. Decker

B. WINTER QUARTER, 1971

1. SECD 129 - 1 hour credit - Personal Growth

The purpose of this course is to provide a closer individual relationship between faculty and student. Major emphasis will be given to establishing an understanding and feeling for an individual studies program. Included in the course will be personalized advisement as it relates to academic and personal interests of the student. This course will be taught by members of the project staff.

2. SECD 124 - 4 hours credit - Interdisciplinary Seminar

This course will expose students to fundamental ways of thinking in the life sciences, the physical sciences, social sciences, humanities, mathematics, and psychology. This course will be taught by

a team of teachers consisting of: Mr. John Bookman, Mr. Edward Kearns, Mr. Ivo Lindauer, Mr. William Logan, Mr. Charles McNerney, and Mr. Gordon Tomasi. The above disciplines utilize writing and communication skills in obtaining the objectives of the course.

3. SECD 123 - 3 hours credit - Cultural Awareness

Course Goals: (1) to increase awareness of cultural nature of man; (2) to increase awareness of the diversity of human culture; (3) to relate these ideas to the individual. Discussion and exercises designed to reveal the value of culture, relationships of individual to culture and cultural to environment will be used. Resource persons, films, literature, field experiences provide appreciation and understanding of specific cultures. The course will be taught by Dr. Barbara Mickey, assisted by Mrs. Joyce Washington, Dr. Al McWilliams, and Mr. Carlos Leal as resource personnel.

4. SECD 131 - 4 hours credit - Field Experience

This is a continuation of the course given Fall Quarter. The first quarter was mainly devoted to students becoming aware of the need for teachers building self-concepts of students and Piaget's theory of child development. This quarter continues this theme but students will be involved more in school experiences where they have to apply this knowledge. The implications of building students' "self-concept" and Piagetian cognitive development with particular emphasis to minority groups will serve as a basis for discussion in seminar sessions. This course will be taught by Dr. Robert Sund and Mr. James McClurg.

C. SPRING QUARTER, 1971

1. SECD 125 - 3 hours credit - Interdisciplinary Seminar

This is a continuation or a sequential course of the interdisciplinary seminar SECD 124. The purpose of this course is to emphasize the skills involved in critical thinking and analysis. The six disciplines of life sciences, physical sciences, social sciences, humanities, mathematics and psychology are utilized and students are involved in project activities to demonstrate thinking skills. Writing and communication skills are used in obtaining the objectives of the course. This course is taught by a team of teachers representing the disciplines mentioned above.

2. SECD 132 - 4 hours credit - Field Experience

This course is designed to give students live experiences in the public schools. They serve as teacher aides and tutors. They also develop teaching materials (i.e., transparencies, list of resource materials, etc.). Seminars are held to discuss their experiences and continuous application of the Piagetian cognitive development. Group sessions with public school teachers, university professors and students are emphasized. This course is taught by Dr. Robert Sund and Mr. James McClurg.

3. SECD 139 - 1 hour credit - Personal Growth

This course is a continuation of SECD 129 and provides a closer relationship between students and faculty. Sub-groups were established to discuss student programs, field experiences, and current articles and books relating to problems in education. This course is taught by members of the project staff.

SOPHOMORE YEAR

A. FALL QUARTER, 1971

1. SECD 222 - 3 hours credit - Contemporary Humanities/Art

This course will attempt to acquaint each student with aesthetic world of art and its relation to other arts. Specifically this will be done through lab experiences, however, demonstrations and a study of past art will also be undertaken. Objectives of the course are: (1) to develop a general awareness and appreciation of aesthetic values, (2) to develop a working skill in art medias for the enhancement of the individual, (3) to explore, experiment, and correlate art experiences through investigating such questions as: What is art? What is its utilization? What is it made of? And how can it be put together? What is its value? This course is taught by Dr. Lynn Settje.

2. SECD 224 - 3 hours credit - Interdisciplinary Contemporary Humanities (music)

The purpose of this course is to provide activities that will help students to be vitally involved in music as a living art. Specific objectives are: (1) each student should demonstrate the ability to play the recorder using proper technique and display his ability to read music from the printed page with the recorder, (2) each student should be able to create musical compositions in a group and independently, (3) each student should be able to describe their perceptions concerning music played, and (4) each student should demonstrate their ability to listen individually to musical compositions and answer questions concerning the music. This course is taught by Dr. John Fluke.

3. SECD 229 - 1 hour credit - Personal Growth

As a part of a 3 course sequence, SECD 229 is a synthesis of the preceding courses in the sequence with a sharp focus upon its practical aspects for the classroom teacher. Simulated classroom situations and solutions to actual cases were emphasized. This course is taught by members of the project staff.

4. SECD 230 - 4 hours credit - Field Experience

In addition to working in a variety of schools, this phase of the field experience class will focus upon teaching techniques utilizing discussion and questioning and establishing learning environments. Piagetian theory and Taba's approach will be used as the basis for instruction. This course is taught by Dr. Robert Sund and Mr. Roger Brown.

B. WINTER QUARTER, 1972

1. SECD 223 - 3 hours credit - Minority Cultural Awareness

A study of the customs, traditions and lifestyles of inhabitants of the inner city. This course will focus upon preparing teachers, who intend to teach in the inner city schools, to understand language/dialect and belief systems of indigenous minority groups with perspective from grass roots to professional viewpoints.

2. SECD 225 - 3 hours credit - Laboratory in Interpersonal Communication

A course primary designed to give the student laboratory experience in interpersonal communication. This course is taught by Mr. Robert Harkai.

3. SECD 226 - 3 hours credit - The Law and The Teacher

This course will focus upon the legal responsibilities, rights, and liabilities of classroom teachers and the legal relationships of teachers to students, administrators, school boards, and the public. This course is taught by Dr. Arthur Partridge.

4. SECD 231 - 3 hours credit - Field Experience

This course emphasizes the practical approach to the attainment of specific teaching competencies (i.e., taping discussion lessons, demonstrating the use of questioning, critical thinking, classifying questions and paraphrasing skills as they relate to interpersonal communication. Practice and demonstration is emphasized. Dr. Robert Sund and Mr. Roger Brown teach the class.

C. SPRING QUARTER, 1972

1. SECD 227 - 3 hours credit - Philosophy of Human Rights

Students and teacher discuss the fundamental doctrine of human rights in the philosophies of pragmatism, idealism, existentialism, utilitarianism, and naturalism. Discussions ultimately revolve around two questions: (1) Is there a logic of human rights that binds every one alike? (2) What, if any, are the ultimate criteria of right and wrong in judging human needs and behavior? This course is taught by Dr. Dean Turner.

2. SECD 228 - 3 hours credit - Learning Theory for Teachers

This course is designed to introduce teachers to learning principles. It is concerned with bridging the gap between theoretical and practical classroom experiences. The major thrust will focus upon application of these principles as they relate to learning, motivation and teaching. This course is taught by Dr. Arno Luker.

3. SECD 232 - 3 hours credit - Field Experience

There will be two sections of the course. One section will devote most of its time to simulated teacher experiences and will emphasize the application of good communication skills to classroom situations. Considerable time will be spent by students in the field as teacher aides. The second section shall be involved in and carrying out an educational psychological research project involving the assessment of students according to Piaget's cognitive levels and an evaluation of their academic achievement in elementary through university level. Considerable time will be involved in the schools interviewing students on Piagetian tasks and collecting other student data so as to diagnose student academic problems. Students shall select the section with the instructors dividing the class according to their interests. This course is taught by Dr. Robert Sund and Mr. Roger Brown.

Fall Quarter 1972

1. SECD 320 - 6 hrs credit - Instructional Portfolio Development.

This is the first of a three course sequence. The emphasis will be upon course development featuring the utilization of performance objectives and the establishment of criterion measures that may be used to evaluate the objectives. Subsequent courses will video-tape students as they practice teaching from their portfolios.

THE EXPERIMENTAL TEACHER EDUCATION PROGRAM

APPENDIX

B

UNC Testing 4-Year Practice Teaching Program

(First of a Series)

A dentist may ruin 20 models before he ever puts his hands in your mouth. A professional golfer has spent countless hours on the fairways, in the roughs and on the greens before he ever joins the tour.

In short, practice time for many professions is lengthy. One, however, finds a graduate, bachelor's degree clutched in hand and with minimal experience, vaulted almost immediately into the classroom to begin shaping the minds of youngsters from 5 to 17 years old.

"Teaching is one of the few professions that offers very little practice time before a person enters his first classroom on his own and begins to teach," said Dr. Donald Luketich, University of Northern Colorado professor of education and director of a highly-innovative and experimental program.

Nearly two years ago Luketich placed 60 raw, first-term freshmen in classrooms around Weld County to do a form of student teaching. Of that beginning experimental group, there are 46 left today and they are half-way through a program that has several aims.

Traditionally prospective school teachers will spend a full term of 10 weeks in a practice teaching situation. Some others will find themselves involved in a classroom on a part-time intern basis for an academic year.

Through Luketich's program, however, these students begin that practice as freshmen and continue through their four-year college career — including the traditional student teaching as an addition.

Thus they are rounding themselves out into teachers long befort that first job. they are planning lesson approaches as sophomores and juniors; they have tried nearly every conceivable level of teaching, and they should be more ready than their counterparts.

Through their undergraduate careers these students will student teach in rural, suburban and ghetto or urban schools. They will teach in elementary, junior high and senior high school levels.

A loss of 14 from the program already shows a measure of success.

Luketich says of those that have left this program: "They have found for the most part they do not want to teach."

Find Out Early

And he notes, it is better to find out early than too late.

Of those that remain in the program Luketich says, "I think there is a difference in qualifying a person for a job and preparing him.

"The preparation as we see it is going to be in terms of identifying the kinds of skills a teacher needs. We have seen many changes in the contents of schools: public schools have changed their facilities, time schedules, gone to 'modular' arrangements; but we have not seen much change in the most important school ingredient — the teacher.

"Through this program we are trying to modify teacher behavior based on a fundamental question we raised at the outset, and this is what kind of teacher are we going to need in the classroom in the next decade, the next generation, the next century," he said.

2-4 Afternoons

The students in the program spend anywhere from two afternoons to four days a week in their assigned classrooms. Their involvement depends not only on their other course work on the UNC campus, but on the time teachers and administrators in their assigned school have to give them.

Use has been made of the "inner-city" schools in the Denver area, particularly Manual High and Cole Junior High.

"We rented apartments nearby the schools for our students to live in while they interned there," Luketich said.

"They not only experienced the schools but also the living conditions that may or may not be the basis for many of the problems of education there.

More Information

"The students also had ample chance to talk on a one-to-one basis with residents of the 'inner-city' and discover more information about homes, cultures and life styles," he said.

Another outstanding feature — one Luketich feels is the "key to the entire program" — is the professional year the students will spend.

"During their junior year the 46 students will build their own professional portfolio," he explained.

In most cases a student coming off the campus for his first job encounters the probing question from personnel officers, "What have you done?"

Luketich feels the traditional classroom does not prepare a teacher for this. Lacking any practice time, a prospective teacher goes into a classroom almost ill-prepared for what he will encounter.

The professional year will attempt to solve this and give greater emphasis to the classroom experience already gathered.

During the year, according to Luketich, the student will work on "his own creation."

Portfolio Development

"They will build a program and portfolio on what they are going to teach, why they are going to teach it, and how they are going to teach it," he said.

"In this way they will have more to offer a prospective employer than merely a transcript," Luketich said.

Also during the professional year, the students in the special program will work with small groups of children on campus, and they will make presentations while being filmed by video tape equipment. In this way they may see themselves in operation and make adjustments in presentations and techniques.

Through this and the early "field experiences," the select group of students will have more opportunity to tie their course work on campus into a real situation.

Determines Direction

And by the time a student has entered his third year in the program, and perhaps much before that, he will have been able to make a more learned decision on the general level and specific area of teaching he desires.

"This, plus the opportunity to get out of teaching earlier if they find it is not what they want, will not only help the individual but the teaching profession," Luketich said.

The fourth year will find the 46 students "student teaching" in the traditional "away from campus" sense for their first quarter. Doing this instead of waiting until the last two terms in school will enable these students to better realize what they still need academically.

Liaison

Hoped for courses in the final year of the program will cover areas of administration-teacher relations and teacher-parent relations.

Luketich is hopeful the approach will be continued after this first four-year test.

"Committent and courage on the part of our administration will be needed, but I feel the program is a very positive approach to changing the teacher to meet modern needs," he said.

He and other faculty members working with the program have been told the approach is at least four years ahead of anything now being done across the country.

Greeley Students participating in the program are:

Janet Busby, history major, 1626 9th St.

Colleen Fetter, elementary education, P-131 Jackson Blvd.

Marla Hogan, elementary education, 2176 Buena Vista Dr.

Richard Kinnison, elementary education, 1738 7th Ave.

Daniel Pargas, English, 1110 5th St.

Jim Richardson, physical education, 1106 23rd Ave. Ct.

Susan Singer, elementary education, 2353 Sunset Lane.

(Next: Who are the students?)

Greeley Daily Tribune 3/15/72

Experimental Program at UNC Likely To Pay Major Dividends

March 16, 1972

(Second in a series)

When 14 students left a highly-experimental four-year teacher education program at the University of Northern Colorado in less than two years, it was not a mark of failure, but one of success.

Some of these students found out they had no business being a teacher," said Dr. Donald Luketch, professor of education and director of the "Experimental Teacher Education Program," at UNC.

And he emphasizes this is one of the basic reasons such a program is being tried on the Greeley campus.

Nearly two years ago in the fall of 1970 — 60 students were selected from over 200 applications for the program. As it is an experimental effort, only one group will complete the different style of teacher training, although Luketich reports there have been many others since the inception that have indicated a strong desire for such a program.

New Mode

What type of student fitted into this "different" mode of teaching teachers?

"Perhaps it would be easier to say what we didn't look for. Actually we used more of an interview situation with the student rather than testing," Luketich said.

Academic promise was not a factor in the culling down of the original 200 applicants. It was taken for granted the applicants had the necessary academic background already because they all had been accepted for enrollment at UNC.

Interviews

"We interviewed each student, trying to find out what turns them on, what turns them off," Luketich said.

"We asked them what they expected from UNC in respect to a college education. We wanted to know what they had considered exciting experiences in high school.

"We asked them about their interests and tried to find out if they had the desire to seek the 'new in life.'

"But above all we looked for the student that was willing to take a risk and become a part of a new program, a program that wasn't already thoroughly mapped out and would place them in lock step through their college career," he said.

46 Remain

Of the original 60 students, there are 46 left almost two years later. Some have left because of more personal reasons, but several found quickly teaching was not for them.

The found out early because as first term freshmen, they faced their first class, in this case assignment as a teacher aide in a rural classroom in the Weld County area.

And these students have performed in the professional, off-campus classroom as well as on campus in class continually since that time. The off-campus experiences have included all levels of primary and secondary education.

The innovation in the program goes beyond the extra practice time in schools.

New Course Work

"Eighty per cent of the course work these students take on campus is not in the University catalogue," Luketich said.

A course in school law has already been given. That was designed to acquaint these prospective teachers with the rules and regulations relating to the day-to-day schoolroom operation. Such a course has not existed in the past for undergraduates.

Another course was aimed at developing the skill of critical analysis in a teacher, regardless of the discipline in which they planned to teach.

A course in "interpersonal communications" intended to give teachers the skills they need to relate to students. Another, perhaps often overlooked but major problem for which a teacher is unprepared, is classroom control.

18-Hour Course

An 18-credit course, covering the junior year, is that of "portfolio development," in which the students plan their style of teaching, both in front of small groups of students and by use of video tape equipment.

Still another innovative course brings laymen and others from the urban and ghetto areas into the classroom to offer more insight into problems of teaching in that type of an area. The next article in this series will deal with that one course.

The students themselves remain enthusiastic over the program. Bor one thing they are spending more practice time — time in the field teaching. For another they are able to better relate what they are doing and what they will need to do in the field back to the UNC campus and to classroom work.

"We have students in the program representing states from coast to coast, and including minority and majority races," Luketich said.

(Next: Citizens Teach Back).

Thurs., March 16, 1972
TRIBUNE Page 15

'Citizens Teach Back' Course Offered at UNC

By ERIC LUNDBERG
UNC Writer
(Third of a series)

A course nicknamed "Citizens Teach Back," will be given one time and is a part of an experimental program that may or may not be repeated at the University of Northern Colorado.

Carrying the academic name of "Cultural Awareness," the course was taught this winter term at UNC and is part of the Experimental Teacher Education Program (ETEP).

ETEP began nearly two years ago and today involves 46 sophomores in a program of teacher education that is highly innovative. The students receive vastly more practice teaching time and have the opportunity to plan their own approach to teaching long before they complete their bachelor program at UNC.

Part of this program of innovation is the "Citizens Teach Back" course.

The three-credit, one-term course is presently meeting Tuesday nights. Instead of involving the traditional approach of lecturing in the classroom, 'outsiders" are brought in, and small group discussions result.

"The course was planned by a group of citizens from the Manual High School area in Denver and it involved two Manual students," said Dr. Donald Luketich, UNC professor and ETEP director.

Each week from three to five persons, mostly from urban Denver, are involved in the class as "resource persons."

"These people discuss with the students the problems and solutions involved with teaching in urban or ghetto schools," Luketich said.

"And they range from the average citizen to the professional level," he added.

Involved have been house wives, a policeman closely connected with the Denver Police Department community relations program, a former teacher now working for the black newspaper, "Drum," in northeast Denver and even a state legislator.

"The planning committee selected all of the resource persons," Luketich said.

The weekly discussion sessions involve such subjects as minorities in politics and economics, things to know about minority students, what to expect from them in the schools, and how to handle them through a better understanding of their problems.

According to Luketich there has been a particular emphasis this quarter on black problems, primarily because of the involvement of those persons living in the predominantly black Manual High area.

He hopes that if the course is repeated, there would be more input from other minorities as well.

Through this course, and actually living in the Manual High area while participating as teacher aides in the ETEP, the students received insight into the cultural, economic and social backgrounds of those students they meet in the school room.

(Next: Reaction to Program)

ETEP Tested at Eaton, Galeton, Platteville

By ERIC LUNDBERG
UNC Writer

Last of a series

Nearly two years ago 60 freshmen attending the University of Northern Colorado for the first time, not only enrolled in regular class work but also through a unique program, found themselves as teacher aides in schools around the Weld County area.

The program has been highly successful so far, according to three "product users," Frank Sass, principal of the Platteville elementary and middle schools, Oren Nero, principal of Galeton Elementary School, and Henery Menke, principal of Eaton Elementary School.

Looking Forward

All three schools have been involved in UNC's "Experimental Teacher Education Program," and Sass, who has probably had more students from the program in his two schools than anyone else, is looking forward to year after next when he will have some of these same people return as one term student teachers.

"Students from this program have been in our building at various times for the past two years, and my staff and I have watched these kids maturing as professional teachers and learning what education is all about—working with children," he said.

Exxperimental in name and nature, it began in the fall of 1970 and will run four years. Of the initial 60 students accepted, 46 remain. No new students have been allowed to enroll in the "Experimental Teacher Education Program," (ETEP) since its inception, and none will. It is being done on a trial basis.

"We wonder why a program such as this where students learn to instruct and to find out if their personality is suitable to interact with children was so long in materializing.

Innovation

"This is truly an innovation in teacher training," Sass said.

In the program, the students began working in rural classrooms as first term freshmen and since then have "logged time" in suburban and urban schools as well as taking regular course work on the UNC campus.

Of five students originally assigned at Eaton Elementary, one is continuing on her own, a fact Menke finds gratifying.

"I think the program is all right. The student got a lot out of it.

"Our teachers accepted them and put them to work on things just as they would a teacher aide," Menke said.

Eaton Elementary has an enrollment of approximately 450 students in grades kindergarten through fifth.

Personnel Boost

"It gave us the needed personnel boost to begin some programs that we had only thought about here in Galeton," Nero said.

At that very rural school, the addition of seven students from the program helped the school get started in listening centers and individualized math instruction.

"Personally, I am in favor of the program. I wish there had been something like this available when I went through school," the 1961 UNC graduate said.

Worth Extra Work

Nero said handling such additional "teachers" requires a little extra administrative work as far as the regular teachers are concerned but he thinks it is worth it.

One problem was a hesitation on the part of what he classed as "elderly" teachers—teachers in their 60s—to turn their classes over to students at the outset. Several of the UNC students came in full of zeal and ready to go to work.

"Teachers (at Galeton) now believe more firmly in the program and themselves have loosened up a lot and begun to try a lot of innovations they were against before," he said.

Like Atmosphere

As to the ruralness of the school located seven miles east of Eaton, Nero said the UNC students did adapt for the most part and "seemed to enjoy the smaller school with a more relaxed atmosphere and they got to know the kids a lot better," he said.

The UNC students were given the opportunity to participate where they wanted in the school and work at their specialty. Several did tutoring, particularly in the math program.

The school has 155 students in six grades. It is a part of the Eaton system.

THE EXPERIMENTAL TEACHER EDUCATION PROGRAM

APPENDIX

C

TEACHER COMPETENCY--FORM A

0. Name _____

1. Year at U.N.C. Soph. ____ Junior____ Senior____

2. Program: Experimental____ Established____
3. Major_____ Elem. Edu._____ Secondary Edu._____
4. Pre-field experience____ Post-field experience____

5. Sex: Male____ Female____

6. Do you yet identify yourself as a teacher? Yes____ No____

7. If the answer to #6 was "yes", at what point in your undergraduate program did the identification take place? Freshman____ Sophomore____ Junior____ Senior____
8. Pre-field experience____ Post-field experience____

9. Do you generally feel you can go to your professors for assistance without feelings of reluctance? Yes____ No____

10. What percentage of your professors do you feel you can go to for assistance without feeling reluctant?
0%____, 0-10%____, 10-25%____, 25-50%____, over 50%____, 100%____.

Do you perceive your teacher preparation program as enhancing your self-concepts in the following ways:

11. Confident and cheerful. Yes____ No____
12. Active contact with people. Yes____ No____
13. Increased interest in hobbies and crafts. Yes____ No____
14. Positive attitude toward life. Yes____ No____
15. At peace with yourself. Yes____ No____
16. Sense of humor. Yes____ No____
17. Capable of continual change. Yes____ No____
18. Developed self-determination. Yes____ No____
19. Applying acquired knowledge. Yes____ No____
20. Solving social problems. Yes____ No____

21. Do you perceive your teacher preparation programs as providing you with a repertoire of teaching styles that will enable you to be flexible as a teacher. Yes____ No____

TEACHER COMPETENCY--FORM B

If your program did not provide the specific competency mentioned, check the "no" box and go on to the next competency.

NO	Level of preparation			Where		
	You were told of the importance of the competency	You were instructed in the use of the competency	You have practiced the competency	Classroom	Field experience prior to student teaching	Student teaching or internship
A. Questioning. 1. Closed: asking factual questions. i.e. Cognitive-memory.						
2. Open-ended: divergent-creativity. i.e. No right or wrong responses.						
3. Convergent. i.e. Affective-values.						
4. Evaluative. i.e. to evaluate an idea or event as better or worse, more or less appropriate with no right or wrong responses.						
B. Decision Making 5. i.e. Recognize, define, limit, analyze, and evaluate the problem. Establish criteria for judging acceptable solutions and collecting data. Select preferred solution and put it into operation.						
C. Audio-Visual Skills. 6. The development of A/V materials. i.e. pre-production planning.						

NO	Level of preparation			Where		
	You were told of the importance of the competency	You were instructed in the use of the competency	You have practiced the competency	Classroom	Field experience prior to student teaching	Student teaching or internship
7. The production of A/V materials						
8. The preservation of A/V materials.						
9. Utilization of various A/V materials, techniques, and materials effectively.						
10. Individualizing instruction through instructional media.[1]						
D. Communication Skills. 11. Express and explain ideas clearly.						
12. Give explicit directions.						
13. Listening with comprehension to student responses.						
14. Rewording student responses by paraphrasing.						
15. Sensitive to non-verbal student behavior.						
16. Using deductive reasoning. i.e. Whole to parts--analysis.						

[1]Donald E. Seager, "Determining Recommendations for the Content of a Basic Course in Instructional Media for Colorado State College" (unpublished Ed.D. dissertation, Brigham Young University, 1968,)p. 109

NO	Level of Preparation				Where	
	You were told of the importance of the competency	You were instructed in the use of the competency	You have practiced the competency	Classroom	Field experience prior to student teaching	Student teaching or internship
17. Using inductive reasoning. i.e. Parts to whole--synthesis.						
18. Ability to persuade students to act. i.e. By using a combination of these items: stimulating, convincing, and actuating.						
19. Receiving feedback responses by way of behavioral descriptions or giving and receiving information that affects one another.						
E. Lecturing. i.e. An explanation of a given subject delivered before an audience or class for the purpose of instruction. 20. Attention step.						
21. Need step.						
22. Satisfaction step.						
23. Action step.						
F. Diagnostic Skills. 24. Determining the cognitive level of students.						
25. Determining the affective level of students.						
26. Determining the learning styles of students.						

NO	Level of Preparation: You were told of the importance of the competency	You were instructed in the use of the competency	You have practiced the competency	Where: Classroom	Field experience prior to student teaching	Student teaching or internship
G. Role Playing.						
27. Participants act out a situation.						
28. Role-reversal.						
H. Problem Solving.						
29. Scientific method. i.e. Identification of problem. Defining and detailing the problem. Formulation of a tentative solution. Consideration of the consequences of alternate action. Application of one of the alternate solutions.						
I. Gaming.						
30. i.e. The development and construction of games as a teaching technique or learning device.						
J. Simulation.						
31. i.e. The use of typical situations common to elementary and secondary schools.						
K. Performance Objectives						
32. To write performance objectives.						
33. To distinguish between performance objectives and goals.						

NO	Level of Preparation: You were told of the importance of the competency	You were instructed in the use of the competency	You have practiced the competency	Where: Classroom	Field experience prior to student teaching	Student teaching or internship
34. To determine if performance objectives are moving toward desired goals.						
35. To develop student learning experiences for achieving performance objectives.						
L. Classroom control.						
36. To maintain firm, fair, and friendly classroom discipline.						
37. To organize and effectively manage the class on an individual basis.						
38. In small groups.						
39. In the class's entirety.						
40. In combinations of these three methods.						
M. Demonstration.						
41. i.e. By actual performance or with modeling how to do something.						
N. Discussion						
42. Teacher centered. i.e. Domination of teacher influence.						

NO	Level of Preparation: You were told of the importance of the competency	Level of Preparation: You were instructed in the use of the competency	Level of Preparation: You have practiced the competency	Where: Classroom	Where: Field experience prior to student teaching	Where: Student teaching or internship
43. Student centered. i.e. Directed toward student interest and participation.						
O. Critical analysis. 44. How and where to gather facts.						
45. How to interpret the facts.						
46. How to evaluate the facts.						
47. How to develop an informed logical position.						
P. Interpersonal regard. 48. i.e. get along with other people.						
49. i.e. tactful.						
50. i.e. amenable to suggestions.						
51. i.e. Meeting social and cultural differences of students.						
52. i.e. Reporting pupil progress to parents.						
Q. Curriculum 53. i.e. development and renewal of curriculum programs.						
54. i.e. evaluation of curriculum programs.						

Please add any additional comments, questions, etc., on the reverse side of this page.

TEACHER COMPETENCY-KNOWLEDGE--FORM C

Do you perceive your teaching preparation program as having provided these specific areas of knowledge:
(Please circle a numeral for each question.)

A. A knowledge of the content area or areas in which you expect to teach.

1. Factual knowledge.

1	2	3	4
very inadequate	inadequate	adequate	very adequate

2. Application of that knowledge.

1	2	3	4
very inadequate	inadequate	adequate	very adequate

B. A knowledge of the principles of learning.

3. Classical conditioning and/or contiguity association. i.e. Pavlov, Guthrie, Robinson

1	2	3	4
very inadequate	inadequate	adequate	very adequate

4. Stimulus Response Associationists. i.e. Thorndike, Hull, Skinner

1	2	3	4
very inadequate	inadequate	adequate	very adequate

5. Psychoanalytical. i.e. Freud

1	2	3	4
very inadequate	inadequate	adequate	very adequate

6. Field Theorists. i.e. Wheeler, Tolman, Lewin, Luker

1	2	3	4
very inadequate	inadequate	adequate	very adequate

7. Piaget

1	2	3	4
very inadequate	inadequate	adequate	very adequate

8. Montessori

1	2	3	4
very inadequate	inadequate	adequate	very adequate

9. Hilda Taba

1	2	3	4
very inadequate	inadequate	adequate	very adequate

10. Abraham Maslow, Combs i.e. Humanists

1	2	3	4
very inadeqaute	inadequate	adequate	very adequate

C. 11. A knowledge of the legal rights and responsibilities of teachers.

1	2	3	4
very inadequate	inadequate	adequate	very adequate

D. 12. A knowledge of the legal rights and responsibilities of students.

1	2	3	4
very inadequate	inadequate	adequate	very adequate

E. 13. A knowledge of human growth and development. Developmental tasks. i.e. Havighurst

1	2	3	4
very inadequate	inadequate	adequate	very adequate

14. Growth patterns. i.e. physical, social, mental

1	2	3	4
very inadequate	inadequate	adequate	very adequate

F. 15. A knowledge of the various levels of learning. i.e. Bloom's Taxonomy

1	2	3	4
very inadequate	inadequate	adequate	very adequate

16. Cone of experience. i.e. Organizing experiences from concrete to abstract.[1]

1	2	3	4
very inadequate	inadequate	adequate	very adequate

G. A knowledge of tests and testing.
17. The construction of tests.

1	2	3	4
very inadequate	inadequate	adequate	very adequate

18. The interpretation of test results.

1	2	3	4
very inadequate	inadequate	adequate	very adequate

[1] Ibid., p. 109.

PROGRAM SUMMARY

Over two years ago sixty freshmen attending the University of Northern Colorado for the first time, not only enrolled in newly designed courses, through ETEP (Experimental Teacher Education Program) found themselves teaching in schools near the University. The project began in 1969 and is attempting to determine what reforms should be made in the preparation of teachers.

Three major areas were modified: (1) general education, (2) student teaching experiences, and (3) methods courses. The general education course requirements emphasized an interdisciplinary approach. Faculty members representing six distinct disciplines collaborated in planning and team teaching a variety of courses. The primary focus of the interdisciplinary approach centered upon self-concept, social and cultural settings, critical analysis, and human issues of the twentieth century.

All students participated in early field experience beginning with their first quarter on campus. This experience continued each quarter of their freshman and sophomore years. All students were placed in rural, suburban, and inner-city schools. Regardless of the students' major, each student had some experience in elementary, junior, and senior high schools. This latter experience assisted students in getting a perspective of education from kindergarten to grade twelve. The experiences students had in rural, suburban, and inner-city schools provided them with data from which they can make more rational decisions about the kind of geographical setting and environment in which they prefer to teach.

The standard methods courses are being replaced by a "professional year" in which students are preparing instructional portfolios in their major areas of interest. These portfolios will include a students own creation

of what will be taught, why it should be taught, and how it will be taught. The instructional portfolios emphasize a performance-objectives approach. It is also anticipated that each student, upon graduation, will have his own creation to show prospective employers. The portfolio will serve at least two related objectives: (1) The student will have something to "sell" other than a transcript and letters of recommendation, and (2) An employer will have more evidence for hiring or rejecting an applicant.